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Middle/junior high school guidance programs: Recommended guidelines and services for counselors

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This research is a product of the graduate program in [Educational Psychology and Guidance](#) at Eastern Illinois University. [Find out more](#) about the program.

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MIDDLE/JUNIOR HIGH SCHOOL GUIDANCE PROGRAMS-
RECOMMENDED GUIDELINES AND SERVICES FOR COUNSELORS

A. NADINE BOYER

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MIDDLE/JUNIOR HIGH SCHOOL GUIDANCE PROGRAMS -
RECOMMENDED GUIDELINES AND SERVICES FOR COUNSELORS
(TITLE)

BY
A. NADINE BOYER

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1986
YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
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MIDDLE/JUNIOR HIGH SCHOOL GUIDANCE PROGRAMS -
RECOMMENDED GUIDELINES AND SERVICES FOR COUNSELORS

BY:

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B.S., Eastern Illinois University, 1968
M.S., Eastern Illinois University, 1981

ABSTRACT OF A RESEARCH STUDY

Submitted in partial fulfillment of the requirements
for the degree of Specialist in Education
in the Graduate College of
Eastern Illinois University at Charleston, 1986

Charleston, Illinois

ABSTRACT

Statement of the Problem

The area to be discussed is that of the Middle/Junior High School Guidance and Counseling program. Also addressed in this paper will be the developmental characteristics of the Middle/Junior High School age child and what specific Guidance services would be most beneficial at this educational stage.

Procedure

Guidance and Counseling programs were studied and reviewed from California, Illinois, Ohio, Pennsylvania, and Virginia. Illinois was chosen because it is the home state and because Illinois is beginning a new program called Guidance by Objectives. The other states were chosen because of the reputation of their education programs and because they were specifically mentioned in preliminary research readings.

Purpose of the Study

The purpose of this study is to explore the Middle/Junior High School Guidance and Counseling programs and to devise a guide for use by Guidance counselors at this level. The study, hopefully, will show the importance the Guidance and Counseling program at this educational level; and, also show the importance of the counselor him/herself to the total educational environment.

Recommendations

1. In order to meet the needs of the students, the focus in the development of a guidance and counseling program should be on the maximum use of all personnel and resources available. The best way to do this is through a needs assessment of the students. The results of such an assessment allow for the guidance and counseling program to be adapted to local needs.
2. Each specific guidance and counseling service must be coordinated to supplement and compliment the other guidance services, as well as, the school curriculum and administrative directions.
3. The counselor should act as a consultant, coordinator and catalyst in cooperation with other teachers, pupil personnel professionals, administration, parents, students, and community members.
4. Be flexible - this allow for easy program changes and for counselee freedom of choice.
5. Counselors should make sure that the guidance and counseling program reflects the congruence between what counselors do and how they, the counselors, are viewed. The guidance and counseling program should be well-defined and carefully evaluated so that others will understand the counselor's role and functions.

6. Public Relations should be a key part of the guidance program. Counselors need to know what they do best and do it.
7. The focus of the Middle/Junior High School program should be developmental and preventative in nature, though the counselor will, of necessity, deal with remedial and crisis concerns.
8. Group guidance will work well at the Middle/Junior High School age level since the group is a natural affiliation for students.
9. Involve as many individuals as possible through systematic planning. When individuals are involved in planning, they adapt more readily to change.
10. Be an inviting counselor. This implies an understanding of how students see themselves, others, and the world.
11. Allow time for professional renewal - this will keep you abreast of new programs and keep you and your program fresh.

FOREWARD

For people who are going to have to deal with an avalanche of change in the short span of a few decades, nothing could be more important than the habit of anticipating change. We need an education which helps inculcate this habit and which helps the individual to develop and continually revise and improve his images of the future. A sense of the future, a sense of its possibilities, likelihoods, and dangers becomes, in a high change society, an absolute survival necessity. People cope better when they have some awareness of tomorrow, and schools must begin to design this awareness into the action curriculum.

Alvin Toffler

A COUNSELOR'S PRAYER

When I am wearied by trivia,
When there's still another report to file,
If a child should need me,
Give me the strength to go that extra mile.

I want to remember group process,
Active listening, each consultation skill,
But I pray I never forget
The child, his or her needs to fulfill.

I pray I can be humble,
Aware that no miracle worker am I,
But let me strive to do my best
And not be content to just get by.

Let me remember to be thankful
For insight that helps me to see
A way to reach and serve
The child who suffers and comes to me.

Margie Norman
Special Education Counselor
Austin Elementary Opportunity School
San Antonio, Texas

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CHAPTER I

Introduction

Statement of the Problem

The area to be discussed in this paper will be that of the Middle/Junior High School Guidance and Counseling program. This area was chosen because of the author's need to know more about this age/educational level. Because this level of education is a pivotal stage for all adolescents, the author was interested in finding the specific Guidance and Counseling services that would benefit this age group most. The author was also interested in the Guidance and Counseling programs offered in other states to see where the programs were similar, where they were different, and what services should be included in the Middle/Junior High Guidance and Counseling program.

Design of the Study

The method of research used in this paper is Descriptive. The author has attempted to describe the subject area factually and accurately. Descriptive research is used in the literal sense of describing situations or events. It is the accumulation of a data base that is solely descriptive - the paper does not necessarily seek or explain relationships, test hypotheses, make predictions, or get at meanings and implications. Purposes of descriptive research often include the following:

1. To collect detailed factual information that describes existing phenomena.
2. To identify problems or justify current conditions and practices.
3. To make comparisons and evaluations.
4. To determine what others are doing with similar problems or situations and benefit from their experiences in making future plans and decisions (Issac, Michael, 1971, p. 14, 18).

Seven states were contacted by letter and asked for information about their Middle/Junior High School (specifically grades 6, 7, and 8) Guidance and Counseling programs. Of these seven states, five responded with information about their Guidance and Counseling programs. Programs were studied from the following states: California, Illinois, Ohio, Pennsylvania, and Virginia. Illinois was chosen because it is the home state and because Illinois is beginning a new program called Guidance by Objectives. The states of California, Ohio, Pennsylvania, and Virginia were chosen because of the reputation of their education programs and because they were specifically referred to in preliminary research readings. Also addressed in this paper is the Developmental characteristics of the Middle/Junior High School age child. Specifically cited in this paper are six developmental tasks defined as transescence (see definition) and other developmental and individual needs of the emerging adolescent.

Purpose of the Study

The purpose of this study will be to explore the Middle/Junior High School Guidance and Counseling program and to devise a guide for use by Guidance counselors at this level. The study, hopefully, will show the importance of the Guidance and Counseling program at this educational level; and, also will show the importance of the counselor him/herself to the total educational program. The guide is intended to be a starting point for Guidance counselors. The guide is also intended for use by those counselors who plan to update and/or design a Middle/Junior High School program. The author intends for the guide to point out what services would work best at this level. The author hopes that this study will point out areas that need updating and/or more emphasis. Specific areas mentioned by this author as needing more emphasis are Public Relations, formulation of counselor functions and roles, and communication between counselors and students, teachers, administrators, parents, and community members. The guide and the recommendations are intended to help the counselor realize he/she is an important part of the total educational environment and that the Guidance program he/she institutes can be an integral part of the curriculum.

Definitions

Guidance Counselor refers to that person who works with students, teachers, administrators, parents, and the community to develop and sustain a learning environment as well as promote the developmental stages of the student.

Counseling refers to the method used to help the student explore him/herself, the people, and the world around him/her; and, to make decisions and live a productive life. Counseling can be done individually or in a group situation.

Guidance refers to the method used to provide information to the student. Areas where guidance is used are: student orientation, educational planning, course selection, registration process and such areas as cooperation, values clarification and making friends.

Transescent refers to the Middle/Junior High School age child who is in that transition stage between childhood and adolescence or between elementary and secondary school.

Transescence refers to the transition and constant changes the adolescent goes through.

Guidance Services refers to the areas of focus and/or counselor function in the total educational environment of the Middle/Junior High School.

Middle/Junior High School refers to school levels of sixth, seventh, and eighth grades. These grade levels may change according to school districts and/or school buildings.

CHAPTER II

Review of Related Literature

Developmental Characteristics of the Adolescent

The middle school movement has presented a second chance to fabricate an educational program that recognizes fully the important developmental and individual needs of emerging adolescents (Cole, 1981). Cole (1981) calls the transition and constant changes that adolescents' go through transescence. This period of transescence affects not only the adolescent but also the adults around them. The needs of the transescent are expressed by Cole (1981) as the following six developmental tasks: (These are very similar to Havighurst's Development Stages - see the Appendix this paper).

1. Transescents begin to develop an identity independent of adults.
2. Emerging adolescents consider their own values and attempt to resolve moral conflicts resulting from increased independence and wide contact with the world.
3. Middle schoolers must learn to cope with emotional, physical, and social changes that occur between childhood and adolescence.
4. Transescents need to explore their interests and capacities and their relationship to future education, work, and leisure.

5. Emerging adolescents are learning to make decisions and to accept responsibility for self.

This is the time when the home influences are waning and are being replaced by the growing influences of peers, teachers, and counselors. The adolescent is emerging as a social being. This is the last chance for establishing many of the habits and self-regarding attitudes which will last a lifetime (Perrone, Ryan, & Zeran, 1970).

Adolescents have problems during transescence and adolescents are difficult to understand because: a) there is a continual process of growth, b) there is at tremendous variation in the maturation of individuals of the same chronological age, and c) there is a lack of any typical adolescent (Perrone, et al., 1970). Through the efforts of all those involved in the Guidance program, a smooth transition can be made from the more confining environment of the lower school to the middle school where students are expected to assume greater responsibility for their own learning and personal development (ASCA role statement, 1981).

How to respond to the adolescent and his/her needs is a great challenge to the Middle/Junior High School counselor. These years can be thrilling, upsetting, mortifying, perplexing, exhilarating and almost always confusing, at least to some degree. At the same time, adults around the adolescent are trying, with varying

degrees of success, to adjust to these emerging personalities. The difficulty lies in dealing effectively with a young person who is one day a child, the next an adult, and the next a child again (Cole, 1981). Should the focus be on "becoming" or on "being"? Perrone, et al. (1970) states that the counselor need to respond to the adolescent and treat him/her in terms of what he/she is now - as having importance in the presence. Four developmental tasks that relate to the present being of the adolescent are:

1. Building wholesome attitudes towards self as a growing organism.
2. Learning to get along with others.
3. Learning (and deciding upon) an appropriate social sex role.
4. Developing a conscience, morality, and a scale of values (Perrone, et al., 1970).

The adolescent needs adult support and understanding as he/she gives up the ways to a child and searches for new response modes. Adolescence is a period of floundering and vulnerability. The adolescent feels the need to be different yet accepted and acceptable. This is a transition period during which a young person learns who he/she is and what he/she feels. Differences must be tolerated and should be encouraged. Allow the individual to emerge and recognize him/herself and distinguish

him/herself from others (Perrone, et al., 1970). Middle/Junior High Schools are characterized as flexible, ever-changing, exploratory, and transitional between elementary and secondary schools. Guidance counselors' in middle schools function in programs that have elements of both elementary and secondary programs yet are specifically designed to meet the needs of the emerging adolescent.

Definitions of Guidance

There are many definitions of the term guidance. Peters and Shertzer (1974) state that guidance has come to mean that assistance which enables the individual to move toward his/her fullest development. Guidance includes examining decisions made and to be made, determining courses of action, and resolving concerns and problems. Guidance is considered to be a process by which the student achieves greater self-insight, self-understanding, and stability. Guidance is focused on the inner person and is based on thoughtful assistance to the individual so that he/she may understand the world in which he/she lives. The primary goal is the enhancement and development of the individual (Peters, et al., 1974). Perrone, et al. (1970) defines guidance as a process by which an individual is assisted to understand, accept, and utilize his/her abilities, aptitudes, interests and attitudinal patterns in relation to his/her aspirations, so that he/she may become increasingly capable of making

free and wise choices, both as an individual and as a member of a dynamic and expanding society. Through guidance the individual is helped to realize his/her uniqueness, to make optimum use of his/her potentialities through the learning processes and to become more capable of making wise decisions as a result of learning experiences which occur as he/she moves toward maturity (Perrone, et al., 1970). Belkin (1975) gives another view of the school counselor that shows just how diverse his/her expertise must be. Belkin (1970) states that the school counselor practices an amalgam of guidance, counseling, and psychotherapy within the context of a schools setting. He/she is also a referral person whose familiarity with the allied health specialists enable him/her to initiate appropriate referrals where a particular client's difficulties can best be dealt with by an adjacent area of expertise. Belkin (1975) sums it up very well by stating that guidance is a variety of organized services in an educational setting which contribute to and expand the scope of the school curriculum. Guidance entails information giving, referrals, and coordination among the diverse pupil personnel services (school nurse, school psychologist, social workers, guidance counselors) as well as teachers and administrators.

Peters, et al (1974) and Glanz (1974) states that some of the basic principles of guidance are as follows:

1. Guidance is a continuous, sequential, educational process.
2. Guidance services are available to each and every student.
3. Guidance is based upon recognizing the dignity and worth of the individual as well as his/her right to choose.
4. The primary mode by which guidance is conducted lies in the developmental process/needs of the adolescent.
5. Guidance necessitates an adequate complement of staff who are educated, specifically prepared, and certified to engage in counseling and other guidance functions.

Common Guides to Organization of a Guidance and Counseling Program

When organizing and designing and/or re-organizing and re-designing a Guidance and Counseling program, a few guidelines to follow will help in making this an easier task. Following are eight suggested guides that should aid in assisting the counselor in the organization and/or design process:

1. Organization should be based on the objectives of the program. What is the aim? What is the program trying to accomplish?

2. Functions to be performed must be considered. Basic functions remain or they expand - this makes the organization powerful yet flexible. These functions may be modified, added, to, or eliminated if they do not work without disturbing the structure of the program.
3. Simplicity must be maintained - balance between too much and too little. Functions should be in their simplest manner (what is to be done, when, how, why). State the functions simply and straightforward for the best results and for efficiency.
4. Channels of authority and responsibility must be established. (Authority = right to act/ Responsibility = accountability for an activity). These channels minimize overlapping of duties/ activities.
5. Definite responsibility should be established to carry out the duties and responsibilities as assigned. This aids in getting the work of the program accomplished.
6. Human element must be evident - overall harmony is established and kept when the personnel and their particular function or job is one they enjoy (or is their strength area). People need to feel worthwhile and that they are contributing to the program.

7. Operations should be systematized to bring order and method to the program. This also simplifies the execution of duties/responsibilities.
8. Good leadership must be established (Peters, et al., 1974).

Cole (1981) states that the middle school program must include professionally trained counselors who possess skills in working with groups and with parents. They must be well-versed in the developmental tasks of the transescent as well as competent in the traditional counseling skills. Cole (1981) further states that the guidance professional has the responsibility for managing the entire guidance program as well as providing direct service to students, parents, teachers, and others. Four roles are important for the middle school guidance person: counseling, consulting, coordinating, and functioning as a specialist in certain areas of the curriculum. Guidance aides, clerical persons, and other paraprofessionals can free counselors of much routine work and allow them to do the job for which they were trained - to facilitate and maximize learning.

CHAPTER III

Descriptive Analysis

In this chapter, the author will discuss the guidance services offered by the states of Illinois, Ohio, Virginia, Pennsylvania, and California. Following this review of the individual guidance services will be Table 1 which gives an overview of the services offered by each state. The chapter will conclude with different approaches that may be used in Guidance and Counseling program.

Individual State Guidance ServicesILLINOIS

Individual Counseling

Group Counseling

Group Guidance

Educational Planning and Course Selection

Career Guidance and Counseling

Appraisal

Consultation

Coordination, Liaison, and Referral

Program Development, Evaluation and Research

Public Relations

Professional Renewal

OHIO

Information Service

Pupil Appraisal and Record Service

Group Guidance Service

OHIO (Cont.)

Counseling Service
Consultative Service
Parent Conference Service
Resource Coordination Service
Placement Service
Evaluation and Planning Service

PENNSYLVANIA

Individual Counseling
Group Processes
Pupil Assessment
Information Resources
Parental Involvement
Referral Services
Orientation
Staff Cooperation
Pupil Records
Placement
Research and Evaluation

VIRGINIA

Individual Counseling
Group Counseling
Group Guidance
Consultation
Coordination
Information
Individual Assessment

VIRGINIA (Cont.)

Placement

Evaluation

Experimental Research Designs

CALIFORNIA

Psychological Counseling

Psychoeducational Assessment and Diagnosis

Referrals to Community Agencies

Consultations with Teachers and Parents

Group and Individual Casework

Administering, Scoring, and Interpreting of Tests

Interviewing of Students

Providing of Information

As indicated in Table 1, all five states recommend that individual counseling, group counseling, group guidance, student appraisal, and consultation be included in the guidance services that are offered to students. Four states also include referrals, evaluation, research, and orientation/information as services necessary to a guidance program. Of the remaining six services, three states include educational planning/course selection and coordination as a part of the guidance program. Student records and parent conferences were included only in the programs of Ohio and Pennsylvania while Illinois is the only state to include professional renewal and public relations as a part of the guidance services.

This author realizes that services not indicated in Table 1, most probably, are included somewhere within the structure of each state's guidance and counseling program. What the author finds interesting is that public relations and professional renewal are not indicated as being priority services. In this day of questioning the credibility of guidance and counseling programs and the counselors themselves this author wonders why public relations is not given a much higher priority? This author also feels that through professional renewal the counselor will gain not only new and valuable information but will also learn of new research being done. This knowledge gained from state and national conventions and workshops will better serve the counselor in his/her own research and program evaluation.

Another service area where this author sees a need for change is that of parent conferences. In all of the preliminary research, parents were referred to as being a necessary part of the guidance process. Yet only Ohio and Pennsylvania include parent conferences as a service in their programs. As parents are also tax payers and voters, this author feels that this group should be cultivated to the fullest. Including the parents as a part of the guidance process could very well gain the support and influence needed to make any future changes and/or additions to the guidance program.

California's approach to guidance services is through career education. Each student is given career guidance from his/her kindergarten days through high school. The emphasis of the California program is on preparing the student for the future so that each one can take his/her place in today's society. While California does include other guidance services, the main emphasis is centered on the eight concepts listed in Chapter IV of this paper. The California program is based on desired outcomes for the students not on the intervention used or the counselor function.

All of the states seem to have comprehensive guidance services at least on paper. Each program seems to have been well thought out and organized. Virginia and California, while seeming to offer fewer services, do in fact offer in this author's opinion, very well-rounded, student-oriented guidance programs. California, at this writing, is in the process of setting up more detailed guidelines of guidance counselors to follow. More direction is needed by California counselors in organizing their programs, at least at this particular time. Perhaps more communication between states about guidance program and the guidance services offered might result in nationwide guidelines and/or designing their individual programs.

Although the guidance services may have different sections headings, they are all designed to meet the

needs of the students in the school. The major goal of the Middle/Junior High School Guidance and Counseling program is to foster the optimal academic, personal, and career development of the early adolescent. Major considerations are the academic, social, emotional, and physical changes that students experience during this period in their lives (State of Virginia, 1983). To be effective, each specific service must be organized to supplement other guidance services, the school's instructional programs, and administrative efforts in such a way that the goals and objectives will be achieved. Only then will an environment be created which will aid each student:

1. To develop self-insight and self-understanding as he/she progresses through school.
2. To develop knowledge of the world of work and the related opportunities and accompanying responsibilities.
3. To develop competencies to make choices and to match knowledge of self with information about opportunities and responsibilities.
4. To develop an understanding of the worth and dignity of others (State of Ohio, 1983).

The successful implementation of the guidance and counseling program requires the interested participation of the local school board and the administrative, supervisory,

TABLE 1

TABLE OF GUIDANCE/COUNSELING SERVICES AVAILABLE TO STUDENTS

SERVICES	STATES: ILLINOIS	OHIO	PENNSYLVANIA	VIRGINIA	CALIFORNIA	TOTAL
Individual Counseling	X	X	X	X	X	5
Group Counseling	X	X	X	X	X	5
Group Guidance	X	X	X	X	X	5
Student Appraisal	X	X	X	X	X	5
Student Records		X	X			2
Educational Planning/ Course Selection	X	X			X	3
Consultation	X	X	X	X	X	5
Coordination	X		X	X		3
Referral Services	X	X	X		X	4
Public Relations	X					1
Evaluation	X	X	X	X		4
Research	X	X	X	X		4
Professional Renewal	X					1
Parent Conferences		X	X			2
Orientation/Information		X	X	X	X	4

guidance and teaching staffs, as well as pupil personnel professionals, students, parents, representatives of business and industry, and community agency personnel. Responsibility for the program is shared and the involvement and support of these many groups is critical (State of Virginia, 1983).

Approaches to Guidance/Counseling Programs

Developmental Approach - Organized to serve all pupils at all grade levels, the basic assumption is that a guidance program should help each child to acquire behavior patterns which each will use in developing the maximum of his or her potential. A major thrust of the program is through the curriculum and classroom with the counselor acting as a catalyst, consultant, or coordinator in cooperation with other staff members. A thrust of equal importance is the individual and group counseling function with the counselor encouraging and helping students to develop their own potential. The relative degree of commitment to these two thrusts in terms of time and effort should correlate rather directly with the pupil's level of maturity (State of Pennsylvania, 1977). The counseling efforts are directed toward helping students discover themselves and relate those discovered selves to their environment. They are also aimed at helping students develop their decision-making capability and at the early testing of that capability. The counseling

effort is also concerned with assisting the students in dealing with everyday problems that are part of normal human development (State of Pennsylvania, 1977).

The Developmental approach to guidance focuses on the positive aspects of behavior and on the strengths of the students. Developmental guidance focuses on the total learning environment and places the major responsibility on everyone on the school to provide the kind of attention, planning, and assistance needed for the maximum development of each student. According to the Pennsylvania Guidance Services (1977), a program thus conceived and implemented will attend to the developmental needs of children and thus eliminate the causes of many of the problems and crises in school. Developmental guidance can become an integral part of the school learning process and foster staff and student needs to accentuate the positive in terms of abilities and behavior (State of Pennsylvania, 1977).

Management Model Approach - The components of this program include planning, assessing needs, setting goals and objectives based on student needs, implementing objectives through planned strategies and activities, and evaluating progress in terms of stated objectives. These objectives are to be stated in terms of student outcomes not counselor functions. The Management Model

Approach to guidance a) reflects a societal expression of concern for the individual, b) focuses on the development of youth, particularly in the areas of their educational, personal-social, and career development, and c) the fundamental goal is to help students acquire specific learnings and achieve particular outcomes as they progress through various stages of growth toward adulthood (State of Virginia, 1983).

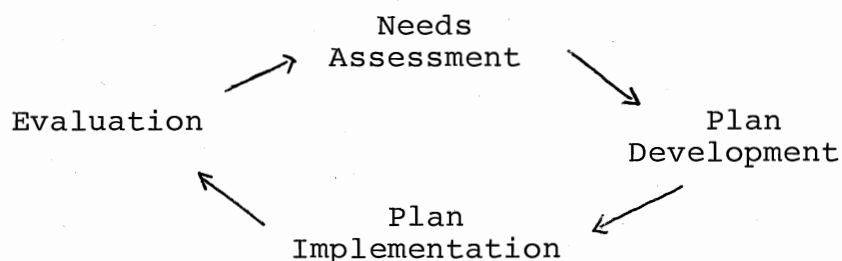
Guidance by Objectives - The GBO system was created in order to assist guidance and counseling personnel to develop and revitalize local student services. GBO focuses on systematic assessment, evaluation, and upgrading of guidance and counseling programs. The ultimate goal of a GBO system is to promote comprehensive and effective guidance and counseling programs. The purpose of GBO is to a) provide a system which can be used by school personnel to more clearly define the role of the counselor, b) provide counselors and counseling staffs with methods for effective program development and management through formal systems of needs assessment and evaluation, and c) provide methods and formats for writing comprehensive counseling plans, both locally and regionally.

The GBO system is designed to be used by staff in high school districts, education for employment systems, and community colleges. The system can be adopted for use in elementary schools, middle schools, correctional

facilities, rehabilitation facilities and mental health services. A Counseling and Guidance by Objectives handbook is available for staff interested in developing a GBO system. This handbook includes information on how to write counseling programs plans, develop needs assessment and evaluation systems, staff development plans, program marketing plans, recordkeeping systems, budgets, and much more. There is also a microcomputer GBO package to assist counselors. The software includes the GBO plan format, word processing, and printing capabilities.

The GBO System

Four Key Elements



Staff Patterns for School Counselors - (where there is more than one counselor). These patterns are suggestions and should be approved by the principal and should relate to the objectives and goals of the guidance program. Also to be considered is the student/counselor ratio and the expertise of the counseling staff.

1. Rotating Grade Level(s) - Each counselor is assigned to one or more grade levels. The counselor moves with them from grade to grade.

2. Stationary Grade Level(s) - Each counselor is assigned to a particular grade/grades. The counselor does not move to the next highest level.
3. Alphabetically-Across Grade Levels - Each counselor is assigned students across grade levels by alphabet. (Ex. - assigned students in grades 7-8-9 whose last names begin with A-F).
4. Function - Each counselor is assigned a title to indicate the function(s) he/she performs. The counselor works as a specialist without regard to grade level with all students who may need the particular service. (Ex. - crisis intervention counselor, scheduler, group counselor, career counselor, testing coordinator).
5. Function and Grade (Five or more counselors, combination of #2 and #4) - Each counselors is assigned to a grade level plus there are specialists in vocational/college counseling. The specialists consult with grade/level counselors as well as spend a great deal of time outside the school when desirable and necessary (State of Virginia, 1983).

CHAPTER IV

Guidelines and Services

Statement of Principle

The Guidance program shall be designed to assist each student in achieving the most effective development in the full range of those individual needs (intellectual, emotional, social, physiological) which bear upon the student's educational progress. While the first line of guidance shall be classroom teachers, the fullest implementation of the guidance program requires the utilization of professionally trained guidance personnel in the teaching/learning program. Guidance personnel need to assist teachers in acquiring necessary knowledge and insights regarding the behavior characteristics and educational needs of early adolescents. They further need to assist teachers and other professional staff in the development of the curriculum and in the design of instructional strategies consistent with the guidance goals of the school (North Central Association of Colleges and Schools, 1985).

Recommended Services

The following service areas are recommended for the Middle/Junior High School Guidance Counseling program:

Individual Counseling

Group Counseling

Group Guidance

Student Appraisal

Student Records

Educational Planning and Course Selection

Consultation

Coordination

Information Resources

Referral Services

Public Relations

Evaluation and Research

Professional Renewal

Parent Conference

Definition of Services

Individual Counseling provides a setting in which students are assisted in examining and understanding their feeling, attitudes, concerns, and behaviors; in explaining alternatives and making decisions; in carrying out their decisions and evaluating the results; and when necessary, engaging in further decision-making, implementing, and evaluating. The counselor establishes a close relationship with the student characterized by respect, understanding, openness, acceptance, and trust. Counselors should be easily accessible, concerned and understanding helpers.

Group Counseling provides a setting that emphasizes problem solving. Students also work on developing positive attitudes and effective personal skills. Students are assisted in understanding themselves and others and are helped in developing the following skills: communication,

decision-making, and effective group participation. The Group counseling setting allows for immediate feedback and support from peers and the counselor on such issues as attitude and behavior. Students give and receive help, practice interpersonal skills, and learn that their peers also experience feelings and concerns similar to their own.

Group Guidance provides students the opportunity to develop attitudes and values and learn about themselves and the world in which they live. The Group guidance program should be a collaboration of the counselor and classroom teacher. These planned group experiences can be conducted in small groups, classrooms (as special units), assemblies, school clubs or any activity group. A special type of group guidance - the teacher advisory program - involves scheduled use of school time to provide a home base of operation for students and a point of contact for the parents. Strengthening relationships with students is the prime objective of an advisory program which may include only teachers or may involve other professional personnel. The advisory program offers activities which promote self-esteem, develop decision-making and human relations skills, and provide goal-setting experiences. Contact with the parents is an important function of the program and, through the year, serves as a link between home and school (State

of Virginia, 1983). The role of the counselor in the teacher advisory program is that of the coordinator, consultant, and resource person.

Student Appraisal provides the setting for the counselor to become involved with organizing and administering tests and interpreting results for students, parents, teachers, and administrators.

Student Records, almost always, are the responsibility of Guidance counselors. These records should be a relevant and accurate account of student education from kindergarten through his/her highest educational level. Each school must adopt a plan for the collection, maintenance, and dissemination of student records.

Educational Planning and Course Selection is to insure that teachers and counselors identify students who are not achieving in the classroom and develop individual strategy plans to help them. Strategies that could be used include: modifying classroom instruction, behavior modification, study skills, attending to task, and organizational skills, parent conferences to brainstorm ways to help the student become successful in school, and referral for possible testing and special placement.

Consultation/Coordination is a way for the counselor to share and analyze information and ideas for making decisions about strategies and interventions to help students. This process involves direct contact with

other counselors, teachers, parents, administrators, pupil personnel specialists, and other community resource personnel. The counselor consultant/coordinator participates as an interdisciplinary team member within the school, conducts parent seminars, and leads staff in-service education.

Referral Services identify school and community resources and establish policies and procedures for use of those resources to meet the many and varied needs of the students. The counselor assists individuals and the agencies of the community to understand, support, and contribute to the school's efforts to meet students' needs.

Public Relations is the best way to make a good impression and sell the guidance program to the students, parents, teachers, administrators, community, and school board. Every effort should be made to improve the public's understanding of guidance and counseling. First, identify your publics then decide what you can do to inform and influence them. Possible ideas for public relations include using the media (newspapers, television, radio) whenever possible; speaking at PTA/PTO, service clubs, Chamber of Commerce; involve community volunteers in your program; distribute a guidance newsletter; prepare a brochure about guidance services for students/parents; and/or form a Guidance Advisory Committee that includes

students and parents. Do not take it for granted that others know what the guidance program/counselor does.

Evaluation provides for the gathering of follow-up, survey, and research data, and the use of this information in the modification of the guidance program and other elements of the school program such as the curriculum. The basic purpose of the evaluation service is to determine how adequately student needs are being met. The information gathered should serve as the basis for the continuing improvement of the total educational program.

Professional Renewal allows the counselor to take advantage of opportunities provided for professional growth and renewal. professional renewal is one way that counselors can improve the quality of their programs and provide quality services to their school and community. The ever-changing and increasingly sophisticated and complex world demands that counselors utilize their own potential to the maximum through continuing study and skill development.

Parent Conferences are necessary because the family and the school share the responsibility for educating children. Parents should be provided opportunities for individual and group discussion concerning all aspects of their child's education. These conferences should involve not only the parents and counselor, but teachers, administrators, and pupil personnel specialists as well.

Rationale for Guidance Services

The services offered by any guidance and counseling program will only be as good as the people who design and implement that program. When designing the guidance program and defining counselor roles, think about counselor personal strengths and the unique setting of the particular school/community. Counselors need to be aware of the means and resources available for developing the guidance program. Choose only those resources that are best suited to the school/community setting and to the needs of the students.

Designing and developing a middle/junior high school guidance program has no easy answers. It is complicated by the fact that counselors serve several publics, including administrators, community, parents, students, teachers, and those publics often have differing expectations. Consequently, counselors must determine priorities for their program and engage in systematic efforts to implement those priorities. A visible, well-defined, and carefully evaluated program will greatly help others understand the counselor roles and functions (Bonebrake & Borgers, 1984). The success of a guidance program is largely determined by the counselor's approach to the job from the outset. The program will only be as strong as the base the program is built on. The counselor should create appropriate role definitions and job responsibilities

so he/she can spend his/her time in ways that meet both personal and professional needs as well as the needs of the school (Cristiani & Herring, 1981).

It is essential that the counselor understand the curriculum of the school in which he/she functions. It is also important for the classroom teacher to understand the function of the school guidance program. Failure of the counselor and the classroom teacher to understand the curriculum and/or the guidance program can result in both working at cross purposes and duplicating each others efforts, which leads to confusion and frustration for the student. Remember, the underlying purpose of guidance is to facilitate and maximize learning (Perrone, et al., 1970).

Counselors cannot divide students into segments nor can counselors deal with only basic skills and ignore students' self-concepts, goals, values, and problems. It is meaningless to upgrade the curriculum if students receive no help in understanding what academic subjects they need to take to prepare them for productive futures. A comprehensive school-wide guidance plan that makes use of teachers as implementers, and makes use of psychologists and counselors as directors, resource people, and trainers may be one of the most creative uses of time and talent seen in a long time (State of California, 1981). The guidance program should be

student-oriented. The primary focus of the program should be on desired outcomes how a student will change as a result of a particular intervention, rather than on the intervention itself. The State of California (1981) lists the following eight concepts as being essential to a comprehensive program in guidance:

1. Assisting student in their personal, social, education, and career development.
2. Recognizing that individuals need a personalized and developmental approach to learning experiences.
3. Assisting students in the development of specific proficiencies.
4. Developing a positive learning environment that is primarily preventative.
5. Orienting services and curriculum toward the future.
6. Providing for human equity.
7. Unitizing all available resources in school and community, both human and material.
8. Utilizing a participatory approach to systematic planning, implementation, and evaluation.

Peters, et al., (1974) states three reasons for establishing a guidance program within the school:

1. Accessibility - the counselor is there on the spot, immediate help is available for crisis intervention, teachers and administrators can be used as resources.

2. Availability - no waiting, no overcrowding, no restriction, and hopefully, an adequate staff to accommodate all students.
3. Response-ability - counselor is responsive to the needs of the students, administration and teachers, the counselor knows the school and its needs.

A program that is established for the reasons stated by Peters, et al., (1974) and a program that is well-coordinated, has good leadership, and is a pool for the knowledge and skills of everyone involved will be on the way to providing excellent services for the students. Such a program will help the counselor in guiding each student to discover, appreciate, and accept his/her uniqueness.

CHAPTER V

Conclusions and Recommendations

Conclusions

A Middle/Junior High School program, to be effective, needs to include the following guidance services:

1. Individual and Group Guidance
2. Individual and Group Counseling
3. Student Appraisal
4. Public Relations
5. Educational Planning/Course Selection
6. Consultation
7. Coordination
8. Referral
9. Evaluation
10. Research
11. Professional Renewal
12. Parent Conferences
13. Orientation/Information
14. Student Records

Each service should interact with and build on the other services. These services should not stand alone but as inter-connecting blocks to a successful guidance and counseling program. A successful counselor will use all resources available to him/her and enlist the aid of students, parents, teachers, administrators, pupil personnel services, staff, and community members in order

to establish a quality guidance program for students. The successful counselor will create a program based on student outcomes not on counselor function and interventions used. The Middle/Junior High Guidance and Counseling program, while focusing on the developmental and individual needs of the student, should also be a shared function within the school and the community beyond the school.

In order for the Middle/Junior High School program to be successful, there are two areas that need to become priority services. The first of these services is Public Relations. There is no better way to sell the program than through newsletters to students, parents, staff, open houses, newspaper articles and by using local radio/T.V. stations. Public relations is one way to let the public know about your program, what the guidance program is doing and can do for their child and for them. When the public knows how much the counselor cares about establishing a quality program, the result will be support for the current program as well as for future changes that may need to be implemented.

The second area that needs a high priority is that of professional growth and renewal. By attending workshops, state and national conventions, and local/district conferences the counselor can learn of new research that is being conducted, learn of current research findings, current recommendations, and keep abreast of new programs

that are being offered. These times away from the school site are opportunities for counselors to talk to other counselors, exchange ideas, hear how other counselors are handling problems, and most important this is a time to renew to rejuvenate, to get a new perspective on guidance and counseling.

The guidance program is a part of the total educational process. The counselor needs to understand this and how his/her program fits within the total curriculum of the school. Failure of the counselor to provide a strong support base through the guidance services will result in a low-quality program that can lead to confusion and frustration for the student. A poorly organized program will also result in the counselor and classroom teacher working at cross purposes and the duplication of each others efforts. The counselor should help each child discover, appreciate, and accept his/her uniqueness.

Recommendations

1. In order to meet the needs of the students, the focus in the development of a guidance and counseling program should be on the maximum use of all personnel and resources available. The best way to do this is through a needs assessment of the students and teachers. The results of such an assessment allows for the guidance and counseling program to be adapted to local needs.

2. Each specific guidance and counseling service must be coordinated to supplement and compliment the other guidance services, as well as, the school curriculum and administrative directions.
3. The counselor should act as a consultant, coordinator and catalyst in cooperation with other teachers, pupil personnel professionals, administration, parents, students, and community members.
4. Be flexible - this allows for easy program changes and for counselee freedom of choice.
5. Counselors should make sure that the guidance and counseling program reflects the congruence between what counselors do and how they, the counselors, are viewed. The guidance and counseling program should be well-defined and carefully evaluated so that others will understand the counselor's role and functions.
6. Public Relations should be a key part of the guidance program. Counselors need to know what they do best and do it.
7. The focus of the Middle/Junior High School program should be developmental and preventative in nature, though the counselor will, of necessity, deal with remedial and crises concerns.

8. Group guidance will work well at the Middle/Junior High School age level since the group is a natural affiliation for students.
9. Involve as many individuals as possible through systematic planning. When individuals are involved in planning, they adapt more readily to change.
10. Be an inviting counselor. This implies an understanding of how students see themselves, others and the world.
11. Allow time for professional renewal - this will keep you abreast of new programs and keep you and your program fresh.

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APPENDIX
Related Information

OTHER PERSONNEL HAVING RESPONSIBILITY FOR THE GUIDANCE PROGRAM

A developmental guidance program is multidisciplinary, requiring collaboration and teamwork. Although counselors plan, direct, and carry out most of the guidance and counseling activities, the responsibility for the program is shared with teachers, administrators, supervisors, parents, and members of the community.

School Level

Principal

The principal performs an essential role in the successful operation of the guidance and counseling program. In fact, the principal's involvement in and support of a quality program is critical.

The principal contributes to the guidance program in the following ways:

- serving as a model for good human relations among staff and students;
- developing, promoting, and facilitating inservice programs for staff development;
- choosing staff members who have a sincere concern for the well-being of students;
- promoting understanding of the guidance and counseling program in the school through good public relations and by encouraging parent contacts with counselors;
- evaluating and assessing need for change that will enhance pupil growth physically, mentally, socially, and emotionally;
- developing a master schedule and class grouping that facilitate and foster strong instruction and accessibility of counselors to students;
- working closely with the guidance staff in the development of programs that will make both administration and counseling functions more effective;
- providing adequate budget and facilities for an effective guidance program; and
- providing adequate clerical assistance for counselors.

Teacher

A key person in the guidance program is the teacher. The teacher performs a collaborative role with the counselor in fostering the personal, academic, and career development of students.

Teachers contribute to the guidance program as follows:

creating a positive climate in the classroom and using this setting as an opportunity to establish rapport and positive teacher-student relationships;

providing opportunities for students to be involved in decision-making and problem-solving activities in the classroom;

identifying students experiencing difficulties in the classroom and referring them to the counselor;

encouraging students to seek help from the counselor when necessary;

incorporating career exploration units within their subject areas;

emphasizing the career implications of each subject area;

working with parents and counselor to help students;

participating with the counselors in planning, implementing, and assessing the guidance program;

providing group guidance activities as an integral part of the curriculum;

participating on the school guidance committee; and

informing others, both within and outside the school, about the guidance program.

Guidance Coordinator

In many schools, the guidance coordinator, in cooperation with the principal, organizes, administers, coordinates, and supervises the guidance program. The guidance coordinator should possess leadership and organizational skills and knowledge of public relations and student growth and development.

The functions of the guidance coordinator include the following activities:

providing the needed leadership for the development and delivery of the guidance program;

consulting with school personnel relative to planning, organizing, managing, and evaluating a developmental school guidance program;

conferring on a regular basis with the principal concerning the overall operation and implementation of the guidance program;

determining student counseling assignments, delegating assignments, managing budget, and establishing other department procedures;

compiling information about resources available in the school and in the community;

planning and implementing inservice training for teachers in areas such as communication skills, child development, decision-making, and clarification of values; and

directing the evaluation of the guidance program and being involved in planning for program changes.

Division Level

Division Superintendent

The division superintendent provides active leadership for immediate and long-range planning for all aspects of the guidance program. Through the superintendent's own leadership or through that of an assigned designee, provisions are made for necessary supervision in matters of finance and curriculum as they relate to guidance programs. In addition to coordinating personnel needs, the superintendent or an assigned designee also provides the structure and planning for public relations and for informing parents and community members about the guidance program as an integral part of the total school program.

Supervisor of Guidance

Some school divisions have a person in the central office who is responsible for the organization and supervision of the guidance programs. The duties of the guidance supervisor include the following:

- interviewing, selecting, and supervising guidance personnel;
- coordinating the development of the guidance program designed for appropriate grade levels;
- preparing program guidelines, descriptions, and publications;
- editing and recommending adoption of guidance materials;
- providing for continuous appraisal of school guidance service;
- providing inservice training for guidance personnel;
- consulting with administrators about guidance program concerns and counselor role and functions;
- visiting schools to observe the guidance program and counseling methods; and
- interpreting required reports and presenting budget requests.

Parents/Community

Parents and members of the community are valuable contributors to a school guidance program in the following ways:

- volunteering to work with the guidance program in the school;

encouraging their children to seek the services of counselors;

serving on committees to evaluate school guidance programs;

speaking to school groups about their occupations, hosting field trips to their places of employment, and allowing students to visit their work settings and observe the work they perform;

providing information to counselors about their children's needs;

supporting the school's guidance program by informing others about it; and

serving on the school's guidance committees and helping to obtain adequate funding for the program.

State Level

The Guidance Services staff of the Virginia Department of Education provides leadership and professional assistance in planning, expanding, and improving public school guidance and counseling programs in Virginia. Staff members' roles include the following:

- recommending suggestions for the improvement of guidance programs and facilities;
- responding to requests for information and materials related to guidance;
- interpreting federal and state laws and regulations related to guidance, including accrediting standards and Standards of Quality;
- interpreting Virginia Board of Education policies related to guidance;
- assisting in planning and implementing innovative guidance projects;
- consulting with superintendents and supervisory personnel relative to planning, organizing, managing, and evaluating guidance programs;
- consulting with principals and counselors in individual schools relative to assessing student needs, establishing guidance objectives, planning guidance facilities, planning and implementing a program of guidance services, using appropriate guidance procedures and techniques, selecting and using guidance materials, and evaluating school guidance programs;
- conducting workshops and inservice for purposes of helping guidance personnel to keep abreast of current developments in guidance and to upgrade their guidance and counseling skills;
- assisting in the planning of guidance conferences;
- participating in workshops conducted by colleges and school divisions;
- providing information to the other services within the Department of Education and working cooper-

atively with them in promoting better utilization of such programs; and

promoting increased understanding of aims, objectives, and functions of the public school program.

In writing this Guide, an effort has been made to describe fully the nature, scope, and delivery of quality developmental guidance and counseling pro-

grams for all students from kindergarten through grade 12 in the public schools of Virginia. To assist school division personnel further in planning for and providing such programs, pertinent information has been included in the Appendices regarding the characteristics of students; selected theories of human development; staffing patterns for school counselors; and counselor professionalism.

TABLE I
Sullivan's Life Periods

Approximate Ages	Interpersonal Experiences
Infancy: 0-18 months	Dependency on parental figures. First experiences with anxiety.
Childhood: 18 months to 4 or 5 years	Dependent upon others. Plays at being adult. Develops mind-pictures of self and others.
Juvenile Period: 5-6 to about 11 years	Stage in personality development for becoming "social". Peers become important; same sex interaction. Learning cooperation, competition and controls. Child acquires more realistic view of home and parents. Importance of teacher; first impartial authority figure. Foundation for good orientation to living emerges.
Preadolescence: 8 or 9 to about 12 years	Outstanding need for peer of same sex. Begins to develop genuine human relationships. Needs opportunity for equality, mutuality, and reciprocity in interpersonal relationships. Emerging and confusing independence.
Early Adolescence: 12 to about 15 years	Need for personal security, this is, freedom from anxiety. Need for intimacy, that is, collaboration with another. Need for lustful satisfaction.
Late Adolescence: 15 to about 19 years	Increased sensitivity to the needs of others and to the interpersonal security or absence of anxiety in the other. Establishment of a repertory of interpersonal relations. Development of ways to accept social and civic responsibilities as emerging young adults.

Source: Adapted from Sullivan, H. S., *The Interpersonal Theory of Psychiatry*. New York: W. W. Norton, 1953.

TABLE II
Erikson: Psychosocial Crises

Central Life Crisis	Positive Resolution	Negative Outcome
Birth to Eighteen Months Basic Trust Versus Basic Mistrust	Reliance on caregiver who has become an "inner certainty as well as an outer predictability" leads to development of trust in the environment.	Fear, anxiety, and suspicion. Lack of care, both physical and psychological, by caregiver leads to mistrust of environment.
Eighteen Months to Three Years Autonomy Versus Shame and Doubt	Sense of self as worthy. Assertion of choice and will. Environment encourages independence, leading to pride and good will.	Loss of self-esteem. Sense of external overcontrol causes doubt in self and others.
Three to Six Years Initiative Versus Guilt	Ability to learn, to initiate activities, to enjoy mastery and achievement.	Inability to control newly felt power. Realization of possible failure leads to guilt and fear of punishment.
Six Years Through Puberty Industry Versus Inferiority	Learns value of work; acquires skills and tools of technology. Competence helps to order things and to make things work.	Repeated frustration and failure lead to feelings of inadequacy and inferiority, affecting view toward life.
Adolescence Identity Versus Role Confusion	Experimentation with different roles toward formation of mature individual.	Pressures and demands may lead to confusion over who one is.

Source: Adapted from Erikson, E. H., *Childhood and Society*, (Rev. Ed.) New York: Norton, 1964.

TABLE III
Jean Piaget's Stages of Cognitive Development

Stage	Description	Major Developments
Sensorimotor Birth to two years	Learning occurs through activity, exploration, and manipulation of the environment. Motor and sensory impressions form the foundation of later learning.	Learns to differentiate self from world; beginning sense of self-identity. Formation and integration of schemes, as in learning that sucking on a nipple produces milk or that shaking a rattle produces a noise. Achieves object performance, that things exist even when not visible. Simple tool use.
Preoperational Two to six or seven	Child capable of symbolic representations of world, as in use of language, play, and deferred imitation. Still not capable of sustained, systematic thought.	Engages in symbolic play—can represent something with something else. Some decline in egocentricity; can take greater account of others' points of view. Develops language and drawing as modes of representing experience.
Concrete Operations Six or seven to eleven	Child becomes capable of limited logical thought processes; is able to see relationships and classify objects if concrete materials are available.	Becomes aware that some aspects of things remain the same despite changes in appearance (conversation). Can mentally reverse a process or action (reversibility). Can focus on more than one aspect of a situation at a time (decentration). Can deduce new relationships from sets of earlier ones (transitivity). Can order things in sequence (seriation). Can group objects on the basis of common features (classification).
Formal Operations Twelve through adulthood	Can reason logically and abstractly. Can formulate and test hypotheses. Thought no longer depends on concrete reality. Can play with possibilities.	Can deal with abstract ideas. Can manipulate variables in a scientific situation. Can deal with analogies and metaphors. Can reflect on own thinking. Can work out combinations and permutations.

Source: Adapted from Ginsburg, H., and Oppen, S., *Piaget's Theory of Intellectual Development*. Englewood Cliffs, N.J.: Prentice-Hall, 1969.

TABLE IV
Kohlberg's Levels of Moral Development

Level I: Preconventional Level (Approximate Ages 2-7)^a

- At this level, the child makes moral judgments solely on the basis of anticipated punishment and reward; a good or right act is one that is rewarded.
- Stage 1 morality focuses on the power and possessions of those in authority and on the necessity for the weak to please the strong in order to avoid punishment. You do what you do in order to avoid displeasing those who have power over you.
- Stage 2 morality focuses on the pleasure motive: you do what you do in order to get what you want from others. There is a sense of fair exchange based on purely pragmatic values and of noninterference in the affairs or values of others.

Level II: Convention Level (Approximate Ages 8-11)^b

- At this level, right behavior is that which is accepted, approved, and praised by other people who are seen as being in positions of authority. The child seeks to avoid guilt by behaving in ways that will be approved by the social conventions of the culture.
- Stage 3 morality focuses on the approval of those immediately involved in judging one's behavior. Justice at this stage is seen as reciprocity or equality between individuals.
- Stage 4 morality has been called "law and order" morality. Here the focus is on obeying the rules for their own sake. Justice is seen as the reciprocity between each individual and the social system. Societal order is very important in making judgments at this stage.

Level III: Postconventional Morality (Approximately Ages 12 +)

- At this level, the person attempts to define moral values and principles which are valid and which are not necessarily those of other groups or persons who hold these principles; the individual may not necessarily identify with these groups.
- Stage 5 morality defines right action in terms of general individual rights and standards which have been accepted and agreed upon by society. There is an awareness of the relativity of personal opinions and values and an emphasis upon rules for arriving at consensus. There exists the possibility of changing laws in terms of what may be considered best for the society.
- Stage 6 morality defines right behavior by the individual's decision of conscience which is congruent with self-held ethical principles. These are "universal principles of justice, of the reciprocity and equality of human rights, and of respect for the dignity of human beings as individual persons."

^aKohlberg found that about 95 percent of all moral judgements made by seven-year-olds are at this level.

^bKohlberg found that about 40 percent of all moral judgments made by ten-year-olds are at this level.

Adapted from Ambron and Brodzinsky. *Lifespan Human Development*, New York: Holt, Rinehart, and Winston, 1979 and from Kohlberg, L. and Wasserman, E. R., The cognitive-developmental approach and the practice counselor: an opportunity for counselors to rethink their roles. *Personnel and Guidance Journal*, May, 1980, p. 5

CHARACTERISTICS OF MIDDLE SCHOOL STUDENTS

Early adolescents are in a particularly difficult state of development. As stated in the *Guidelines for Middle Schools in Virginia* (1980), "early adolescents are in a phase of life when it is time to begin to be oneself; a time to imagine and create; a time to seek a self image; a time to look back and to look forward; a time to wonder; a time to begin a love affair with life; a time to doubt; a time to pause with hesitations; it is also time to approach life's realities, filled with happiness as well as uncertainty. It is a time in fact when young people are no longer children and not yet adults" (p. 4).

Middle school students are experiencing dramatic changes in physical development, although the rate at which this development occurs varies individually. Changes in height and weight and in body chemistry are taking place along with rapid sexual development. This heightened physical growth, together with their tendency to be very active, causes frequent fatigue in early adolescents. Many of them find it difficult to cope with the many changes taking place in them and compare themselves unfavorably to their peers. At the same time, they are often concerned about their ability to learn and whether or not they can meet the expectations of parents and other adults.

Students of this age are sensitive and have a strong need for approval from others; thus, deflating com-

ments or criticism sometimes have debilitating effects. Conversely, they are frequently thoughtless and calloused in their relationships with one another. They seek associations, relationships, and links with people, things, and new ideas. They are particularly concerned about peer approval and acceptance, and they need close friends their own age who can provide the comfort and understanding they find hard to get from adults.

Most early adolescents enjoy team sports, thrive on competition, work hard at perfecting athletic skills, and respect good sportsmanship. They seek values in simplified, concrete forms; are often hyperidealistic; and demand fair treatment. They are usually excitable, easily motivated, creative, inquisitive, and eager to explore; but, if not active participants in learning situations, they may easily drift into daydreams. Above all, they feel the need to establish a realistic self-image and a unique identity apart from parental influence; however, at the same time, they have anxieties related to their futures.

Extensive research has been conducted by the Gesell Institute of Child Behavior for understanding child growth, development, and typical behavior of this age group. The following development profiles of early adolescents, (Muro and Dinkmeyer, 1977) result from that research and are a useful reference for school personnel.

DEVELOPMENTAL AGES

The Ten-Year-Old Child

Has positive approach to life
Tends to be obedient, good natured and fun
Possesses a surprising scope of interests
TV is very important; identifies with TV characters
Is capable of increasing independence
Begins to increase in truthfulness dependability
Improves in self-concept and acceptance of others
Forms good personal relationships with teachers and counselors

Perfect time for group counseling, group guidance, classroom meetings, self-concept groups, values clarification
Educational TV programs are of high interest
Likes bibliocounseling
Can arrive at own insights in individual counseling
May make brief, spontaneous self-referrals
Can learn to be co-leader and peer counselor

The Eleven-Year-Old Child

Is heading toward adolescence
Shows more self-assertion, curiosity
Is sociable
Is physically exuberant, restless, wiggly; talks a lot
Possesses range and intensity of emotionality; moody, easily frustrated

Counselors and teachers need patience and sense of humor
In-depth counseling is rare; emphasize action rather than insight
Functions well in groups; same-sex groups are easier to manage

DEVELOPMENTAL AGES

Can relate feelings
Is competitive, wants to excel, sensitive, needs group identity
"Off-color" humor, silliness
Teases and tussles

The Twelve-Year-Old Child

Age of in-between childish and mature behavior
Is spirited, enthusiastic
Can stay put longer; begins to demonstrate self-control
Begins a growing sense of intuition and insight into self and others
Is less moody; may be good-natured around adults
Becomes increasingly self-reliant and self-centered
Is curious but not ready for long-term planning
Has strong desire to be like peers

The Thirteen-Year-Old Child

Is more critical of self as well as others
Often withdraws, seeks aloneness
A period of momentous transitions and vacillation
Tends to be reflective
Tends to have more worries, fears
Conforms to dress and behavior of peers
Delights in the mistakes and errors of others
Tends to be somewhat shy and unwilling to perform in front of peers

The Fourteen-Year-Old Child

Is more outgoing and happy; usually less sensitive and irritable
Relationships with parents, siblings, and other adults tend to be more stable
Appears to be more mature and self-confident
Expresses feelings more openly
Likes self better; involved in self-evaluation and self-acceptance
Possesses a good sense of humor
Prides self on good grades and athletic skills
Needs to establish friendships focusing on personal qualities rather than activities
Social acceptance of interaction between boys and girls
Needs to learn on own, try out things, and to explore self

GUIDANCE IMPLICATIONS

Be ready to respond to sexual interest and questions, especially from girls
Forming contracts and making joint plans can be successful
Counseling sometimes tends to center around the teacher as "enemy"

Ideal age for group counseling
Coed groups can now be utilized
Likes activities designed to identify potentials
Counselor may find sex an important issue with misinformation a concern
Counselor can begin to use "adult" counseling skills and techniques

Counselors and teachers need to be very sympathetic and understanding
Focus on self-concept
Excellent time to emphasize group discussion, classroom guidance, decision-making, and values clarification
Coed groups should continue to be provided
Intensive individual counseling may be appropriate for this age group

Excellent time for group guidance and counseling
Career exploration activities should be emphasized
Counselor and teachers assist students in the transition to high school
Likes activities which involve both girls and boys

DRAFT

COMPREHENSIVE COUNSELING AND GUIDANCE PROGRAM GUIDELINES

Program Management Objectives

1. Needs Assessment
 - a. Establish/Implement a process of regular needs assessment.
2. Written Counseling and Guidance Program Plan
 - a. Develop and maintain a counseling and guidance by objectives program plan: including objectives, methods or activities in response to the objectives based on needs assessment, and methods for evaluation.
3. Evaluation/Accountability
 - a. Establish/Implement a System of Evaluation.
 - b. Write regular Accountability reports.

Leadership Objectives

1. Consultation and Technical Assistance
 - a. Provide consultation and technical assistance to faculty, community and others on issues and needs related to affective development in students.
2. Articulation
 - a. Provide input and participate in the design and maintenance of school and non-school activities which extend the goals of counseling and guidance.

Direct Service Objectives

1. Counseling
 - a. Provide general counseling services to all students.
 - b. Provide specific counseling services to students based on results of need assessments.
2. Self Exploration, awareness, and development
 - a. Provide methods for assisting students in areas of self awareness and value awareness.
 - b. Provide methods for assisting students to identify and clarify their interests in relation to occupational choice.
 - c. Provide a system for assisting students to identify abilities, skills, and aptitudes.

3. Career Information

- a. Provide methods of guiding and instructing students about Labor Market Information.
- b. Provide methods of guiding and instructing students in the use of current occupational information (including job descriptions, wage/salary information, and education training requirements).
- c. Provide methods of guiding and instructing students in the use of information on future occupational and economic trends.

4. Decision Making

- a. Provide a system for guiding and instructing students in decision-making.

5. Education/Training, Planning, & Placement

- a. Provide guidance & resources/information on specific training programs and academic institutions.
- b. Provide an efficient system for academic advisement/curriculum planning for students.
- c. Make available resources/information about Financial aids for future training and education.

6. Job Placement

- a. Provide a system for assisting in job placement of students.

7. Special Needs

- a. Provide a system for identifying and assisting students with special needs.

8. Sex Equity

- a. Provide a system for assisting students to be aware of issues of sex equity.

9. Job Search

- a. Provide a system for guiding and instructing students in strategies for finding employment including resume writing, interviewing, and job hunting strategies.

10. Job Keeping

- a. Provide a system for guidance in job keeping to students.

CORE KNOWLEDGE BASES FOR ALL COUNSELORS

As Possible Professionals of tomorrow, we must update our present knowledge and acquire new knowledge to maintain our professional identity and competence and to enhance our ability to contribute positively to the continued development of other Possible Persons. Concurrent with this process is the need to review our present ethical standards to assure their relevancy to changing conditions, and to establish others that reflect changing global directions within the profession.

Counselors of Tomorrow need a knowledge base in content areas that can be studied in an undergraduate program. These areas include biology, nutrition, psychology, sociology, human growth and development, political science, and economics.

As with any learning, individuals must be free to pursue their preferred interests, areas of specialization, and individual forms of self-expression. Yet, emerging trends and projected work environments must be taken into account. The following proposed knowledge bases reflect these broader factors.

Specific, precise knowledge in all of these areas is not only impossible but unnecessary. Rather, the Possible Professional might serve most effectively as a "resource broker," knowledgeable about how to access information and how to put it to best use.

Some of the knowledge bases listed below are not "new," but their relationship and importance to our Possible Profession and our future effectiveness is. As Possible Professionals of Tomorrow, we must increase our core knowledge in:

- x • the helping relationship
- counseling theory
- transpersonal counseling
- change theory
- learning theory/styles
- group counseling
- family systems theory
- referral process
- life style and career development
- world of work
- domestic and world politics
- domestic and world economics
- political process
- professional orientation
- personality theory
- abnormal behavior
- physical disabilities
- human behavior
- holistic health
- individual assessment
- individual potential
- life span development
- lifelong learning
- developmental programming
- substance abuse
- prevention
- societal trends
- social/cultural foundations
- cultural pluralities
- human rights
- sexual equality
- moral issues
- ethics
- systems management
- technological systems
- resource management
- grant writing
- evaluation
- research

CORE SKILLS FOR ALL COUNSELORS *To Retool & Re-Shape Curriculum*

Counseling and roles in the world of tomorrow may be very different from what they are now. New skills and roles will evolve from emerging social and educational trends and new work environments. It is suggested that interpersonal communication skills will remain at the heart of the Possible Professional, complemented by others that may soon become a basic part a counselor training, and still others of a specialized nature.

The Possible Professional will possess the following core counseling skills:

- x • listening
- x • trust-building
- x • interpersonal communication
- client assessment
- counseling
- x • motivation
- building self-concept
- problem-solving
- goal-setting
- decision-making
- confrontation
- conflict resolution
- mediation
- group facilitation
- group counseling
- crisis intervention
- case management
- treatment planning
- adaptability
- coping
- advocacy
- change agency
- unleashing potential
- biofeedback
- visualization
- guided imagery
- intense concentration
- lifelong planning
- lifelong learning
- self-help strategies
- mentoring
- teaching
- consultation
- referral
- assertiveness
- organizational skills
- technological literacy
- information retrieval and use
- program development
- workshop design and delivery
- program evaluation
- research
- networking
- resource utilization
- leadership
- management techniques
- change master

Elementary/Middle School Counselors. The response to schools employing elementary and middle school counselors has had varying effects from state to state. The importance of counselors in the elementary and middle schools cannot be overstated. It is at these levels that developmental and preventive counseling will have long-term gains.

Knowledge Bases

1st Priority

sexual equality
nutrition
change theory
counseling theory
group work
depression
personality theory
human growth and development

lifespan developmental stages
professional orientation
referral process
prevention
family systems
school curriculum
career development
world of work

anxiety
abnormal behavior
human resource management

2nd Priority

learning disabilities
wholistic health
substance abuse
wellness programs

cultural pluralities
community relations
global events
lifelong learning

societal trends
learning theory/styles
physical disabilities

3rd Priority

parapsychology
paraprofessional programs

computer literacy
political process
grant writing

genetics

Skills

1st Priority

communication
group facilitation
listening
self-concept
crisis intervention

motivation
consultation
counseling
goal-setting
conflict resolution

hope-building
advocacy
adaptability
management techniques

2nd Priority

time management
integrating counseling into the curriculum
assertiveness

coping
problem solving
change agency
stress management

organizational skills
trust-building
group counseling
program development

3rd Priority

self-help strategies
client assessment
program evaluation

decision-making
resource utilization
leadership

referral

display 6.5

THE MULTIPLE ROLES OF THE SCHOOL COUNSELOR*

The counselor's role in his view

- 1 He is an adviser precariously balanced in a mid-position.
- 2 He cannot be an administrator and a counselor at the same time.
- 3 He should not be a disciplinarian.
- 4 He must be able to relate to students, parents, and faculty in counseling.
- 5 He should be a listener, treat discussions in confidence.
- 6 He should be sincere and honest—not a phony.
- 7 He should be active in the community.
- 8 He should be active in scheduling individual planning and learning, and programs and special placement.

The counselor's role from the student's view

- 1 He should be a source of information for career guidance and vocational opportunities.
- 2 He should be open for discussion on social and personal problems.
- 3 He should not be a disciplinarian, but should be available for consultation on discipline problems.
- 4 His qualities should include sincerity and integrity—someone the students can have faith in.
- 5 He should allow students to make their own decisions.
- 6 He should be available to orient new students.
- 7 He should encourage an open-door policy.

The counselor's role from the teacher's view

- 1 He should be the teacher's advocate in supporting the teacher's views and decisions.
- 2 He should be the one to conduct case studies.
- 3 He should assume the position of consultant on disciplinary problems and administer discipline.
- 4 He should consult with the teacher before making decisions.
- 5 He should not have an autonomous position.
- 6 He should be obliged to participate in school supervision.
- 7 He should counsel students.
- 8 He should be active in scheduling and special placement of students.

The counselor's role from the administrator's view

- 1 He should be in a remote position to the administrator.
- 2 His prime function should be student counseling, individual and group.
- 3 He should be available to talk to parents.
- 4 He should be active in individual planning and learning programs for special placement.
- 5 He should maintain informal, as well as formal, student contact.
- 6 He should consult with teachers.

In the school district where the counselor's effectiveness was highly regarded by all, the key points were

- 1 Counselors were not assigned administrative tasks.
- 2 Counselors were not responsible or associated with punitive discipline.
- 3 Counselors encouraged open-door policy to students, faculty, and parents.
- 4 Students and faculty were well aware of the types of services available from counselors.
- 5 Students were encouraged to have at least one meeting with the counselors per semester.

*From "We Have a Counselor Problem—Can You Help Us?" by V. L. Stintzi and W. R. Hutcheon, *The School Counselor*, 1972, 19, 329-334. Copyright (1972) American Personnel and Guidance Association. Reprinted with permission.

poetry

Poetry

EMPATHY

I saw you
arriving,
turning,
looking,
seeing,
feeling.

And feeling you
seeing me,
looking,
turning,
arriving,

I was afraid no more.

ENCOUNTER

We walked our way
through wrinkled rhymes—
mind-lines written by the wind—
plowing hours with words,
terracing time until
understanding was full and harvest near.

We knew us better then.

MAURICE P. HARTLEY
Director of Cooperative Education
State University of New Jersey
Cook College, New Brunswick, New Jersey

ATTITUDE

Look at you . . .
Round about,
Upside down
And inside out.

There's much to love,
Some to change
And some to
Merely rearrange.

You're just like me
And I'm just like you.
The "wrapper's" different . . .
The "brand" not new.

So why am I . . . "I"
And you . . . "you"?
Largely a different measure
Of attitude.

CHERYL ANN HILLIG
Doctoral Assistant
Department of Counselor Education
School of Education
Southern Illinois University
Edwardsville, Illinois

PLEASE, JUST LISTEN

Hi, Mom. Hi, Dad.
I want to talk with you.
But that means I'd like you
To *listen* too.

When I say that I
Am really mad at Ted,
You tell me what I should
Be feeling instead.

When I'm upset and just
Can't get my work done,
You tell me I have to
If I want to have some fun.

Sometimes, I don't think
You think my feelings are real.
Or if you do admit to them,
You tell me how *not* to feel.

Well, I do feel them, and can't ignore them
To make them go away.
But if you help me deal with them,
I'll do much better today.

Becky J. Beck
Elementary School Counselor
Mercer Area Elementary School
Mercer, Pennsylvania

COUNSELOR

I have a friend
I have a friend, indeed.
She understands me,
She hears out.
That's what a counselor
Is all about.

Annie Abraham (Age 10)
Student, Grade 5
Hunters Creek Elementary School
Spring Branch Independent School District
Houston, Texas

SPINNER'S SONG

You spin your yarns with skill and grace
verbally separating the threads of your life
into colorful categories.
With dexterity you weave the threads
into forms which you wear
depending on your mood and the weather.
Sometimes I think that Joseph's rainbow coat
would look pale in the presence of your fabrics.
Yet as sessions go forth you continue creating
and I am both awed by your verbal talent
and sorrowed
by the thought that I'll probably never
really know you.

Samuel T. Gladding
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